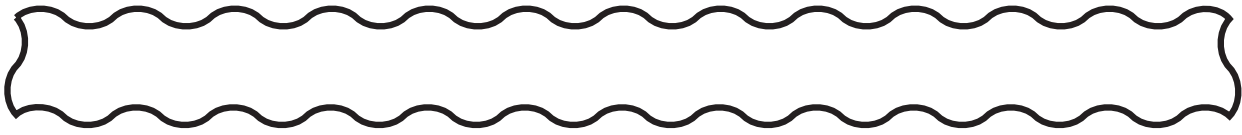


Teacher Activity Guide



2nd Grade Lessons

Activities:

- KWL
- Literature Connection
- Mapping the Park
- Key Characters Coloring book
- Time Line
- Flip Book History
- Cause/Effect
- Decision Mapping
- Vocabulary Concentration



Introduction



Purpose

The purpose of this educational packet is to provide a variety of standards-based activities to help prepare students of the El Paso/Juarez communities for future visits to the park.

Chamizal National Memorial is a unique part of the National Park Service system. It is one of three performing arts parks within a system of over 375 National Parks across the United States. Its international, cross-cultural mission, based on the Chamizal Treaty, provides a wide variety of cultural learning opportunities.

Lessons in this packet are primarily designed for exploration in a hands-on/minds-on setting that will engage learners to develop a deeper, more personal understanding of the purpose and role of American History. These lessons will not only provide an avenue for educational enrichment in the culture, history, and natural resources of our community, but will also reflect the mission of the National Parks Service by providing motivation for its citizens to become good stewards of this and other national treasures.

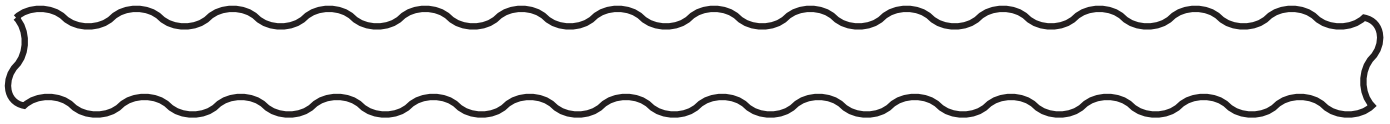
Goals

- Students will focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation.
- Students will use simple geographic tools such as maps, globes, and photographs.

Guiding Questions

- What is the Chamizal National Memorial National Park and why is it here?
- What separates the United States from Mexico to create a natural boundary line between these countries?
- How has the border changed over the years and why is this change so significant to the park?
- Who visits the park and why do they come?

Objectives



Goals <ul style="list-style-type: none">• Students will focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation.• Students will use simple geographic tools such as maps, globes, and photographs.	
TEKS Objectives:	
History Landmarks (2.1b) <ul style="list-style-type: none">• Identify and explain the significance of various community, state, and national landmarks	Government Purposes (2.11b,c) <ul style="list-style-type: none">• Describe how governments establish order, provide security, and manage conflict
Geography Tools (2.5a,b) <ul style="list-style-type: none">• Use symbols, find locations, and determine directions on maps and globes; and• Draw maps to show places and routes Physical Characteristics of places and regions (2.6a,b) <ul style="list-style-type: none">• Identify major landforms and bodies of water...on maps and globes;• Locate the community, Texas, the United States, and selected countries on maps and globes	Settlement Patterns (2.7a) <ul style="list-style-type: none">• Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns Modification of Physical Environment (2.8 b,c) <ul style="list-style-type: none">• Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;• Identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields



Unit 1

Introduction to Mapping

Students will

- learn about different kinds of maps and their uses
- experience first-hand the process of making maps
- learn to read and understand a map key
- understand the concept of location and place



Lsn #1:

Introduction to Maps (Building Skills) KWL

Building Background Knowledge



Engage: capture the student's attention, stimulate their thinking and help them access prior knowledge

Subject Area:
Social Studies

Guiding Questions:

- What are maps and how are they used?
- What are the purposes of different kinds of maps?

Time Required:
One 45 min class period

The Lesson:

Skills:

Observation and description
Comparing and Contrasting
Critical thinking
Map skills
Visual arts
Collaboration

1. Explore what the students know about maps. Assist them with prompts such as those listed below. Record their responses using the K-W-L graphic organizer.
2. Divide students into groups and then distribute maps (from the variety of maps you collected) to each group to observe and describe. Then, rotate the different maps so students can view as many types as possible.
3. Have students describe similarities and differences between the various types of maps.
4. Allow time for students to record some of these observations in the KWL chart.

Materials needed:

Handout #1
KWL chart (or foldable)
Various maps

Probing Questions:

1. Why do you think there are so many different kinds of maps?
2. Why do people use maps?
3. Have you ever used a map? Was it helpful to you? Why?
4. What kind of information is included on these maps? What do you see? What has been left out?
5. What qualities do these maps share? How are they the same?
6. In what ways do they differ? What made you notice these differences?
7. How would the map you have now help you better than that of one of the other maps you examined today? What was it about the map that you liked?
8. What sort of things did you notice in the maps today that might help you to describe the characteristics or qualities of your neighborhood if you were asked to create a map from your home to school?

Lsn #2: Introduction to Maps (Building Skills) Literary Connection



Explore: give students time to think, plan, investigate, and organize collected information

Subject Area:
Social Studies

Time Required:
One 45 min class period

Skills:

Observation and
description
Comparing & Contrasting
Critical thinking
Map skills
Visual arts
Collaboration

Materials needed:

A copy of Gail Hartman's
"As the Roadrunner Runs"
2 sheets bond paper
crayons or colored pencils
scissors

Guiding Questions:

- How would you describe the uses of a map to your parents or younger student?
- If you were asked why maps are so important, what could you say?
- How does point of view (culture and experiences) influence the perceptions of the people or places described on a map?

The Lesson:

1. Review information from yesterday's graphic organizer.
2. Introduce Book: *As the Roadrunner Runs*, by Gail Harmartman, as an interesting book that illustrates the perspective of the map-maker. Read 1st section and stop at the Lizard's Map to discuss map structure. Point out symbols used in map drawing and then continue to next perspectives to conclude with the Big Map.
3. Have students describe similarities and differences between the various types of maps.
4. Ask students how the Big Map view uses all the small maps to create a greater image. What words could they use to help someone travel from one end of the map to the other? How do map makers use pictures to help us understand the the physical characteristics of the places we want to visit?
5. Introduce the use of symbols and legends.
6. Fold your paper in half "hamburger" style. Measure one thumb length from each folded end of the page and draw a line. On one paper, cut the outter most edge to the line you just measured. With the remaining paper, cut out the "window space of the folded crease side of the paper to create a "window". Slightly roll the crimped-edge paper and slide it through the "window" paper and then open to create a book.
7. Using the Roadrunner book as a model, think of another desert animal that might live in this environment and add your description of their travels across the map area just as the author did. Share your book with the class.

Lsn #3:

Introduction to Maps (Building Skills)

Mapping the Park



Explain: give students time to analyze their explorations, understanding will be clarified and modified through reflective activities

Subject Area:
Social Studies

Time Required:
One 45 min class period

Guiding Questions:

- How can we use maps to describe and organize information about the people, places and environment?
- How can we use symbols in maps to help direct people where they need to go?

Skills:

Observation and
description
Comparing & Contrasting
Critical thinking
Map skills
Visual arts
Collaboration

Materials needed:

Handout #2-Park Map
Colored pencils

The Lesson:

1. Examine maps created in Lesson 2 and discuss how use of symbols helped readers understand where they were in the “Big Map” of the environment. Discuss how map makers use symbols and color to help map users understand certain physical and human characteristics of a place. Explain that these symbols are usually collected in a reference space called the legend or map key.
2. Introduce compass rose. Describe how cardinal points are established to help the map users understand directionality or which way to go. Point out North, South, East and West. Locate an item on the map and have students direct you from another point by directing you either North and (for example) 2 fingers east from the starting point. You may want to extend this step to include a few classroom ventures.
3. Distribute the park maps and have students read and follow directions to complete the mapping assignments.
4. Allow time for students to complete assignment.

Lsn #4:

Introduction to Maps (Building Skills)

Evaluation



Extend: give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:
Social Studies

Guiding Questions:

- How can we use maps to describe and organize information about the people, places and environment?
- How can we use symbols in maps to help direct people where they need to go?

Time Required:
One or two 45 min class periods

Skills:

Observation and
description
Comparing & Contrasting
Critical thinking
Map skills
Visual arts
Collaboration

Extensions:

Choose one of the following activities to show what you know.

1. Create a mental map of their neighborhood using the techniques used in the “As the Roadrunner Runs” literary connection. Be sure to describe some of the interesting landmarks along the way. Be sure to use color and symbols to help your reader understand the environment from small to large.
2. Create a map of the school’s playground using cardinal directions as in “Mapping the Park” exercise. What sort of symbols will you include in your map legend?

Materials needed:
Handout #4 Rubric

Evaluation:

1. Use Rubric to evaluate student progress in map making skills and content knowledge
2. Use teacher evaluation form to assess unit



Unit 1

Handouts

Blackline Masters

- KWL foldable graphic organizer
- KWL chart graphic organizer
- Park Map
- Rubric
- Vocabulary Concentration
- Evaluation



What I already know

A

What I want to know



What I Learned

K

What I already Know

There are maps for many reasons

W

What I want to know

Why are there so many kinds of maps?

L

What I Learned

All maps have symbols.

Mapping the Park

Use the map legend and cardinal point of Chamizal National Memorial Park to answer the questions below: (circle the best answer)

1. The visitor's parking lot is located _____ of the stage.

north

south

east

2. Most of the picnic areas are found _____ of the visitor's center.

north

south

east

3. The entrance wall is located just _____ of the stage area.

south

west

east

4. The park sits north of two important streets. Please write the names of the two streets on the lines provided below

5. Which direction do we find the Rio Grande river?

north

south

west

6. This map work was _____.

easy

just right

hard

7. I _____ working with maps.

like

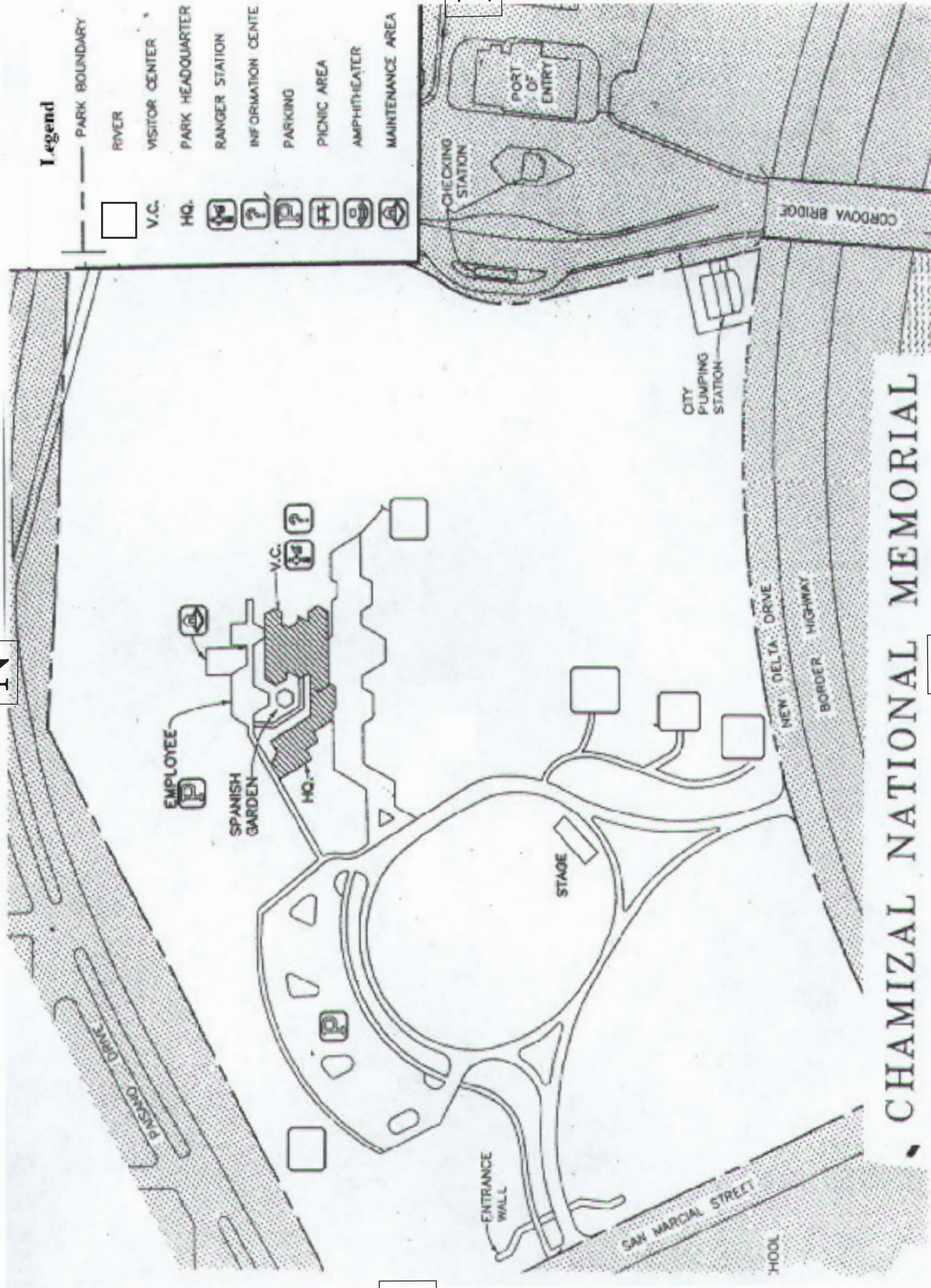
do not like

8. Draw picnic table symbols in the empty squares on the map.

9. Color the park boundaries red and the river blue.

10. Draw a symbol for the river in the legend.

N



E

S

W

CHAMIZAL NATIONAL MEMORIAL

Map Rubric

Student name: _____

Category	Mastery 4 (25 pts each)	Proficient 3 (20 pts each)	Adequate 2 (15 pts each)	Needs Improvement 1 (10 pts each)
skillful use of media	exhibits exceptional skills in use of media and techniques used in map making	exhibits proficient skills in use of media and techniques used in map making	exhibits adequate degree of skill in use of media and techniques in map making	exhibits poor or less than average degree of skills in use of media and techniques needed in map making
cartographic skills	map contains several legible symbols and an excellent description of neighborhood or schoolyard	map contains mostly legible symbols and a generally accurate description of the neighborhood or schoolyard	map contains some legible symbols and an fairly adequate description of the neighborhood or schoolyard	map contains few legible symbols and or an inaccurate description of neighborhood or schoolyard
work area	exhibits great organizational skill by keeping work area clean and neat daily and assisting others in need	exhibits good organizational skills by keeping work area clean and neat most of the time and occasionally helping others in need	exhibits some organizational skills by attempting to keep area clean and neat	exhibits poor organizational skills as work area is not clean or neat and student is often in need of assistance from others to complete a task
participation	exhibits extraordinary conversational skills and generously contributes to group discussions	exhibits proficient conversational skills and frequently contributes to group discussions	exhibits adequate conversational skills and occasionally contributes to group discussions	exhibits less than average conversational skills and seldom contributes to group discussion
Total points				

Vocabulary Concentration

cut out the following vocabulary cards and deal face down on a table. With a friend, turn over one set of cards trying to match the vocabulary word with the definition. The player with the most sets of matching cards is the winner.

maps	a drawing that shows where places are located
legend	a key to what the symbols or pictures in a map mean
symbols	drawings used to represent something
Rio Grande	The boundary line between the United States and Mexico.
border	The edge or limit of a thing. El Paso sits on the border of the United States and Mexico.
landmark	A building or place that is important or interesting. The Chamizal National Park is an interesting landmark.

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Evaluation

	agree whole-heartedly	agree somewhat	disagree somewhat	totally disagree
1. The lessons in this unit were effective teaching tools.				
2. The techniques in the lessons of this unit were easy to understand and apply.				
3. The resources provided for these lessons were adequate.				
4. The format was easy to read.				
5. The instructions were clear, easy to follow.				
6. The lessons were easy to access and print.				
7. I learned a great deal about the history of Chamizal National Memorial Park.				
8. The lessons met my expectations.				
9. I will share these lessons with my colleagues				
10. This unit has piqued my curiosity and I plan to contact the park for a future visit.				

Comments or suggestions

This publication was produced by Blanche Herrera through the Teacher-Ranger-Teacher Program as part of the Inter-Mountain Region of the National Parks Service.

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